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LITERARY NOTES ON RECENT BOOKS.

MISS INIS H. WEED, in the *Commons* for July, 1903, gives the following interesting discussion of *The Place of Industries in Elementary Education* :

"Miss Dopp seems to have absorbed the best that Darwin, Froebel, and Professor Dewey have given to the educational world, and after several years' teaching has made an attempt to supply the need, which Miss Jane Addams and many others have so keenly felt, of giving a historic background to the great mass of workers in an industrial society daily growing more complex. 'As the end becomes farther and farther removed,' she writes, 'the worker, no longer being able to perceive the whole process of production, has need of a greater consciousness of collective life' in order to maintain the quality of his life and work.

"The main content of the book is devoted to showing the parallel between the industrial activities of society from primitive times to the present and the psychical attitudes of the child. She points out that our industrial development does not differ organically from that of the past, but in its complexity. In simple social groups, industry has been the matrix holding the other interests of life, as art and science, until they were strong enough to stand alone, and because industry is the very sub-structure of society, conditioning all other activities which should have a place in the education of the young. The psychologists have found that just as society has passed through the different industrial epochs—first, the period of domestic economy, including the hunting, fishing, pastoral, and agricultural stages, the ages of metals, travel, trade and transportation, the city, state and the feudal system; second, the period of town economy or the handicraft system; and, third, our own period of national economy or the factory system—so the child passes through the same physical attitudes in relation to industry.

"It is out of the question to add more to our already overcrowded school curriculum. Instead, a reconciliation must be brought about between the child and the subjects already there. The introduction of industry in an organic way would do this, each new study being taken up as the content of life is reached which gave rise to it. One chapter in particular, the outgrowth of her endeavor to carry out this method in her teachings, is rich in suggestions. This working up through the more fundamental processes of life, and finding out how the need for each science, art, and industry arose, and their consequent development, will afford a measurement by means of which the child can interpret the materials of the present which are presented to him in less direct ways. 'Practical activity, which is an expression of the child's interests and capacities, socialized by racial experience, is not only the best means, but the only means thus far discovered by which the child can organize the subject-matters of education. It finds its justification in the race parallel, in the fact that it is the way the child learns before he comes to school, the way he can lay the best basis for the later activities of life, and the way he will continue to learn after the walls of the schoolroom are left behind.'"

School Work says: "A careful treatment of the great subject of motive power in children and its development and culture. Chapter IV should be read by teacher and every parent. It is indeed a *genuine contribution to practical pedagogy* that will do much in practice to overcome the propensities of the 'bad' boy."

The Boston Transcript: "Miss Dopp's volume offers one more protest against that school-keeping which finds its basis in suppression rather than direction, in impression rather than expression, in impassivity rather than activity. . . . It is worth the serious consideration of every school man, and will be found valuable to those interested in the factory problem."

The Psychology of Child Development. By IRVING KING. With an Introduction by JOHN DEWEY.

THE former basis of investigation for child-study was the assumption that child-psychology was simply adult psychology reduced to lowest terms. This led to a great variety of detached statistics collected and interpreted in an unscientific manner and therefore inconclusive.

Mr. King develops the idea that the study of the child's mind should be carried on from a different point of departure. The object of the new method of investigation should be to find out how and under what circumstances the mental processes arise, and what they mean to the *child*, not to what they are analogous in the adult mind. Above all, the investigator must appreciate these processes, not by themselves, but by their place and value in the entire conscious life.

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280 pp., cloth, 12mo; *net*, \$1.00; postpaid, \$1.10. The University of Chicago Press, Chicago, Ill.

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